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ABSTRACT

The Pine County (Minnesota) Special Education System has adapted a database for use in decision making regarding programs for learning disabled and behavior problem students. The system is used for decisions in seven areas: identification, initial assessment, eligibility determination, individualized education program (IEP) selection, IEP development, IEP implementation review, and program review. Within each decision area, the perspective underlying the model for that decision is presented along with two case examples which clarify the data organization and decision making for two behaviors, reading and social behavior. For each decision, a student support team (usually the principal, psychologist, classroom teacher, and special education teacher) is convened, which reviews the data, completes the form, and makes the decision. Sample forms are included. (SW)

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A Data-Based Special Education Delivery System:

The Pine County Model

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Overview

At the center of every educational program is a measurement system around which the delivery of service is organized. This measurement system typically includes a diverse array of instruments including measures of ability (intelligence), achievement, perception, motor skills, and the classroom curriculum. Generally, measurement is related to a series of decisions. Deno and Mirkin (1979) describe five such decisions: 1) problem selection, 2) program selection; 3) program operationalization; 4) program improvement; and 5) program certification.

In the delivery of special education, the use of intelligence and achievement tests dominates the first decision, problem selection. Students are screened, identified and deemed eligible based on their performance on commercial tests. Quite often, the data generated during this phase are thought to be pertinent for the next decision, program selection. For example, Thurlow and Ysseldyke (1980) found that 84 percent of the psychologists surveyed thought that intelligence test data (WISC-R) would be useful for instructional planning. However, only 30 percent of the teachers surveyed responded in a similar manner.

Another series of measurements involving the use of diagnostic and/or criterion referenced tests are conducted at the second phase. The data generated are used in a prescriptive manner to develop an appropriate educational program. This same data source may also lend itself eventually toward some type of outcome evaluation, the last decision listed above. In addition, achievement tests are often

readministered to provide outcome data. To date, little concern has been expressed (in practice) with the two decisions of program operationalization and program improvement. The result is a three-decision matrix which focuses on an explication of the problem, the plan, and the outcome.

Although this system is rife with many problems, there are two which are extremely critical. The first problem involves the use of a different data base across the three decisions. The second deals with the near complete neglect of any formative evaluation concurrent with the delivery of instruction. The independence of the data base across the various decisions results in exactly the type of problems with content validity as noted by Jenkins and Pany (1978) and Armbruster, Stevens and Rosenshine (1977). And, as Deno and Mirkin (1979) note both procedural and substantive compliance with PL 94-142 requires an ongoing evaluation of educational programs in the least restrictive alternative. The measurement program intact in most educational systems is simply not adequate to resolve these two issues.

The development of an alternative measurement system should, therefore, provide a common data base across the various decisions. The problem of continuity of the data base would be solved and the effects of various decisions would then relate to each other. At the same time, such a data system should have other characteristics, including reliability, validity and sensitivity to change. Finally, logistical considerations (ease and length of administration, cost, alternate forms, etc.) would have a strong impact on the implementation of the measurement system (Deno, Mirkin, Chiang, &

Lowry, 1980). Through a series of validation studies, a measurement system has been developed by Deno, Mirkin, and associates which includes the following.

Academic Areas

Reading - one minute reading aloud from randomly selected passages from the basal curriculum and/or one minute reading aloud from a list of vocabulary words selected at random from the basal curriculum: Number of words read correct and incorrect (Deno, Mirkin, Chiang, & Lowry, 1980)

Spelling - two minute spelling samples using dictation of a random selection of words from the basal spelling curriculum: Number of words or letter sequences spelled correct and incorrect (Deno, Mirkin, Lowry, & Kuehnle, 1980)

Written Expression - three minute writing sample in response to story starters or topic sentences: Number of words or letters written or the number of words spelled correct (Deno, Mirkin, & Marston, 1980)

Math - two minute samples of computation problems appearing in the basal text, one for each function (addition, subtraction, multiplication, and division): Number of digits computed correct and incorrect (Tindal, Germann & Deno, in press)

Social Behavior

Noise - Any sounds created by the child which distract either another student or the teacher from the business at

hand. The noise may be generated vocally (including "talk outs" or unintelligible sounds) or nonvocally ("tapping a pencil" or "snapping fingers").

Out of place - Any movement beyond the either explicitly or implicitly defined boundaries in which the child is allowed movement. If the child is seated at his desk, then movement of any sort out of the seat is "out of place."

Physical contact - Any contact with another person or another person's property which is unacceptable to that person. Kicking, hitting, pushing, tearing, breaking, taking, are categorized as physical contact or destruction.

Off task - Any movement off of a prescribed activity which does not fall into one of the three previously defined categories. "Looking around," "staring into space", "doodling", or any observable movement off of the task at hand is included (Deno, 1979)

The data base for the academic and social behavior programs in the Pine County Educational Cooperative consists of these eleven measures (seven in the academic areas and four in the social behavior area). The entire sequence of decisions from problem selection through program certification, utilizes these data. The decision areas are organized through a series of Case Report Summary Forms (CRS001 to CRS007), each of which will be reviewed in detail. In contrast to Deno and Mirkin's (1979) five decision areas, Pine County Special Education System has expanded to seven, adding two decisions to the initial problem selection phase. (See Table 1) The remainder

of this paper will be divided into seven decision areas and forms (Germann, 1980). Within each decision area, the perspective underlying the model for that decision will be presented along with two sections which clarify the data organization and decision making for two behaviors, reading and social behavior. For each decision, a student support team (SST) is convened, which reviews the data, completes the forms and makes the decisions. The SST typically includes the principal, psychologist, classroom teacher and Special Education Teacher (SERT).

Insert Table 1 about here

Identification

Perspective

As in most special education processes, the first step is identification or referral. The question addressed at this stage in the process is whether this student's performance warrants further assessment. A meeting called the Referral Review Conference is held. At this time the SST decides whether or not the student should a) receive a special education individual educational assessment; b) not receive a special education individual educational assessment; c) be referred to another school or nonschool service; d) receive nonspecial education consultation, or e) receive another type of action.

In Pine County, as in other districts, anyone can make a referral. Teachers, parents, principals, students can all request an educationalassessment, although teachers refer most frequently. In

most special education systems, a referral is based on the student's performance on screening tools such as a standardized group-administered achievement test. Often a teacher may have some suspicions about a child's school problems, but looks to many other sources of information to validate his/her doubts about the student before making the referral. Other sources of information include adaptive behavior/social data, criterion referenced tests, informal devices, interviewing medical and social histories, medical data, norm referenced tests, observation, and past records (Thurlow & Ysseldyke, 1979). If the informal diagnosis is confirmed, then a referral is made. Thus, the initiation of a referral actually hinges on the opinions of the adults in the student's environment.

In Pine County, there is no pretense about the impetus for a referral. Simply stated, if a parent, teacher, or a student determines that a student's performance is below what is expected, a referral is made. The focal point is the discrepancy between what a student can do and what the adult wishes the student to accomplish. The referrer fills out a form on which the problems precipitating the referral are specified briefly and concisely and the discrepancy between student performance and expectation is described. Procedures are initiated for the appropriate special education staff to interview the teacher, parent and student (if appropriate) to further describe and identify problems. Priority rankings are completed and specific academic and social behaviors are measured to establish an objective basis for defining the problem(s) specified in the referral. This interview and ranking information is recorded on the Case Report

Summary One-Assessment (CRS001) (See Figure 1).

Insert Figure 1 about here

Case Example: Reading

Jim was a fourth grader referred by his teacher and parents. The teacher identified the problem area as reading and notes that Jim was slower than his classmates and therefore had trouble finishing tasks such as workbooks. Jim's parents stated that prior to attending this school Jim had been enrolled in a special class for reading. The student, himself, added that reading is hard and he cannot always remember his vowel sounds. All interested parties ranked reading as the top priority. Based on this information, the team decided to continue onto the next step, initial assessment. Therefore, a case manager was assigned to Jim.

Case Example: Social Behavior

The main concern expressed during the initial interviews with the teacher and principal was that Joshua was very disruptive in the classroom. Specifically, he was out of place and bothered other children. In addition, he refused to do his assignments and was off-task a considerable amount of time. The parents in turn expressed concern about his 'hyperactivity' and compliance problems. The out-of-place behavior was consistently prioritized as the most important problem.

Initial Assessment

Perspective

The issue addressed during initial assessment is how this student performs in the areas of concern generated at the Referral Review Conference. The procedure is to assess the student in those areas which were pinpointed in the referral process as problematic. In a traditional special education system, assessment would consist of extensive testing primarily using instruments which are technically inadequate (Thurlow & Ysseldyke, 1979). In Pine County, no commercial tests are used in the assessment process. Rather, for each area of concern, direct measures of those behaviors are administered.

If social and academic assessments are required, they are directed to specified areas of difficulty in the school curriculum and/or environment rather than to generalized patterns of disability. The important assumption on which the assessment is based is that it is the child's performance or progress on mainstream tasks which results in the student being viewed as successful or unsuccessful by the teacher. The child who fails to function typically on these tasks is considered by the teacher to have a problem. Assessment within the context of the mainstream curriculum consists primarily of determining the child's current level of proficiency on particular parts of the curriculum and relating the student's skills to the student's classmates.

In reading, for example, in what book and on what pages in the district's basal reading series can the child currently read at an acceptable level of fluency and accuracy and what are the expectations

for this child? It is assumed that any individual program, to be successful, must begin by determining where the child is and move him from that point as rapidly as possible. Assessment of this type has the considerable advantage of placing the child within an instructional materials sequence and at the same time, of reducing the hiatus between assessment and remediation, which is so troublesome in special educational interventions. Also, the data base generated during assessment remains intact throughout the intervention phase.

During the assessment step, two documents are prepared. The first is called the Academic Assessment Graph (See Figure 2). As the teacher repeatedly measures the student performance in the priority behaviors, the student's scores are recorded on this graph. The graph also includes the median level of peer performance. An extensive sampling of normative peer performance (660 students) on each of the academic measures is obtained three times a year--in the fall (September), in the winter (January), and in the spring (May). The procedures involve first randomly sampling 20 students from each grade in four of the six school districts and 15 students from each grade in the remaining two districts. Each of the academic measures is then given, with the math and written expression given in a small group format (N=10) and the reading and spelling given individually. Finally, the median performance on the number correct is computed for each grade and district. Once a teacher has both the target student's performance and peer level performance a discrepancy ratio can be calculated by dividing the higher rate of performance by the lower rate of performance. The discrepancies between the referred student's

behaviors and the peer's performance is recorded on Case Report Summary Two-Assessment (CRS002). (See Figure 3) The teacher also records appropriate educational or developmental data and health data on this form.

Insert Figures 2 & 3 about here

Case Example: Reading

Two behaviors were ranked as top priorities for Jim's assessment, reading and math. Reading assessment consisted of Jim's reading, a basal vocabulary word list and a basal reading passage, both of which were randomly selected from the curriculum. Jim's scores on the basal vocabulary list were 10, 18, and 10. His median score, 10, was 3.8 times slower (38 ÷ 10) than his peers whose median score was 38 words per minute. When reading aloud from a basal passage Jim read 50, 47, 30, 32, and 60. Jim's median score of 47 was 2.6 times discrepant from his peers (121 ÷ 47). Jim's math performance revealed that he was calculating addition, subtraction, multiplication, and division facts better than his peers. Jim's Case Report Summary Two-Assessment displayed his assessment information. (See Figure 3) Appropriate educational data listed that Jim had received special services in his previous school. The health information revealed that Jim had no vision, hearing, or other medical problems.

Case Example: Social Behavior

An initial assessment was conducted over five days using a ten second-interval observation system in the classroom. The average

length of the observation ranged from one-half hour to one hour. Three behaviors were observed: out of place, negative physical contact, and off-task. The results of this observation indicated that Joshua was significantly more out-of-place than his peers, in addition to being discrepant in the other two behaviors, negative physical contact and off-task.

Eligibility Determination

Perspective

At this point in the process, the decision is made as to whether or not the student is eligible for special education service. In most districts this decision is based on the district's definitions of various handicapping conditions. The category of learning disabled (LD) may be considered if the student's assessment data indicate a large discrepancy between achievement and ability or verbal and performance abilities. The category of Educable Mentally Retarded (EMR) may be appropriate if the student's IQ score falls within the range indicated in the district's definition of EMR. However, in Pine County eligibility for special education service does not depend on categorical definitions. The key to eligibility in Pine County is the discrepancy between the referred student's performance on the priority behaviors and the peer's performance on those behaviors and the expectations of significant others. If the referred student is two times discrepant from peers, then he or she is eligible for special education services. This two times discrepancy cutoff is not rigid. At the Eligibility Review Conference, the decision can be made that the student needs special services even if there is less than a two

times discrepancy, or conversely, no special education may be recommended, though the discrepancy is greater than two. The entire formulation fits neatly with the notion that the problem is not a condition residing within the child, rather the problem is the discrepancy that exists between the child's actual behavior and the behavior desired from the student. Decisions following assessment revolve around agreement on what the problems are, how important they are and whether the child is eligible for special education service. The decisions are based on the discrepancy data which are gathered and the priorities which are established by the persons involved (including the child, teacher(s) and parents). These decisions are recorded on the Case Report Summary Three-Certification of Eligibility (CRS003). (See Figure 4)

Insert Figure 4 about here

Case Example - Reading:

When the SST met to discuss the results of Jim's assessment at the Eligibility Review Conference, they completed the Certification of Eligibility form and reviewed the Academic Assessment Graph and the Case Report Summary Two-Assessment form. The SST talked about Jim's discrepancy in reading and his adequate performance in math. They decided that Jim's performance in reading was significantly discrepant from peers and that he was eligible for special service in reading, but not in math. The SERT was then assigned the task of writing the the Individual Education Plan (IEP) in reading.

Case example - Social Behavior:

Although Joshua was found to be more than two times discrepant in all three behaviors, the SST found him eligible only in the area of out-of-place. The frequency of the other two behaviors was not significant enough to warrant special education service. In addition, the SST decided that the other two behaviors might also be brought under control through a program focusing on out-of-place.

IEP Development

Perspective

When the IEP is developed, the decisions made concern the development of the long-range goals (LRGs) and the short-term objectives (STOs) the instructional plan which will be implemented, and the construction of the measurement system used to monitor the student's progress. In traditional systems, IEP writing can be problematic. Goals tend to be either too vague or too specific. Safer and Hobbs (1979) report that twelve percent of the IEPs reviewed were 11 or more pages long and detailed lengthy lists of goals that cover very minute steps on a skills hierarchy. In contrast, twenty-one percent of these IEPs indicated broad goals such as "improve student's reading ability." Both of these approaches are less than adequate; the former because it is too time consuming and does not always reflect how learning occurs (Kratochwill, 1981); the latter because there are no guidelines specified regarding the amount or rate of improvement expected. It appears that many teachers have difficulty writing behavioral objectives (Safer & Hobbs, 1979). Teachers acknowledge that IEP writing is a difficult task (Tymitz,

1981) and somewhat of a problem (McLoughlin & Kelly, 1982). This weakness is of paramount importance because the statement of the goals and objectives is the most crticial element of the IEP in determining the success of the student's education and in guiding instruction (Larsen & Poplin, 1980).

In Pine County, since the problem or handicap is viewed as the discrepancy between desired and actual behavior and the assessment measures this discrepancy utilizing curriculum-based stimulus materials and local norms, it is possible to establish meaningful IEP goal statements that are directed at the reduction of this discrepancy will be reduced. The efficiency and effectiveness of the problem solving effort is enhanced because of the focus of the data collection process, i.e., functional discrepancies are identified and assessed as opposed to the more traditional process of identifying "test" discrepancies.

The LRG should be a useful statement of what the IEP planning team expects a student to achieve by a particular date in the school year. The form of the data-based long-range goal is always the same, with specification of the conditions, and the criteria. For each academic area, minimum criteria are established. In the conditions statement of the LRG and STO guidelines are utilized for determining appropriate material. For example, standards appearing in the research literature (Fuchs & Deno, 1981) or utilizing the levels of performance by peers are incorporated into both the LRG and STO.

The behaviors stated in the LRG and STO are standard, i.e., objective and observable, will read aloud, will spell, will write, and

will stay in place, etc. Case Report Summary Five is an example of an Individual Education Plan (CRS005). (See Figure 5.) Administrative arrangements included are: the type of instruction the student will receive (direct/indirect and group/individual), the amount of special education instructional time, and the days, the place of instruction, and the teacher delivering instruction. Finally, the measurement procedures are also outlined on this form, including how the measurement material is organized, the frequency of measurement, the type of data to be recorded, and the person responsible for collecting, graphing, and evaluating the data.

Insert Figure 5 about here

Parents are informed of the IEP when they receive CaseReport Summary Four - IEP which tells them when the plan will be put into action and when the first periodic review will be held. (See Figure 6.)

Insert Figure 6 about here

After the LRG and STO have been written, the teacher transforms this information onto a graph (See Figure 7.). The graph marks the student's initial performance on the LRG and the date and performance level for attainment of the LRG. A line connecting these two points is drawn on the graph to represent the STO.

Insert Figure 7 about here

The resource teacher then develops a specific instructional plan which includes: (1) the instructional procedures, (2) the time spent in each activity, (3) the pertinent materials, (4) the arrangements, and (5) the motivational strategies. (See Figure 8.) Each of the components needs to be fully described so that when a change in the instructional plan is deemed necessary specific components of the original plan can be easily identified and altered. Making changes in a plan which is not specified makes it difficult to determine what factors influence changes in performance. The rate at which goals are achieved determines whether alterations or adjustments in the student's program must be made. Evaluation during this phase is formative--intended to form or improve the program. Judgments of skill acquistion are based on pre-determined criteria for mastery and stated objectives. Data are taken frequently or weekly and displayed on graphs to evaluate the effectiveness of alternative instructional strategies. Within this system, teaching is viewed as the process of testing various hypotheses. The assumption is that a teacher doesn't know what will be an effective teaching strategy until it has been tried and evaluated. Continuous evaluation of instruction provides the teacher with feedback allowing more effective program plans to be developed and less effectives ones to be rejected.

Insert Figure 8 about here

Case Example - Reading:

Based on Jim's reading aloud in various levels of the basal series, the SERT identified Kaleidoscope as the appropriate level for measurement. The LRG was set for 100 words per minute with 3 or fewer errors. To determine the STO, the student's initial score in Kaleidoscope 57 was subtracted from 100 to determine the total progress needed. This score (43) was divided by the number of weeks until the annual review (36) to determine the average rate of progress needed to accomplish the goal (1.2 words increase per week). Also on Jim's IEP, the arrangements for service indicated he would receive one hour of individual instruction in the resource room five days a week. His performance would be measured three times a week and the number of words he reads per minute would be recorded on the graph. The instructional plan and graph were completed.

Case Example: Social Behavior

An IEP was developed for Joshua in the area of out-of-place. The conditions specified for improving this behavior included the classroom environment and the criteria utilized normative peer levels (approximately ten percent). A breakdown of this goal into short-term objectives resulted in a decrease of about 7 percent per week. One graph is to be maintained, in which the behavior is observed using a momentary time-sampling procedure (Sulzer-Azroff & Meyer, 1980).

Implementation Review

Perspective

Following development of an IEP, an implementation review is held, and the IEP and all supporting documents (the instructional plan and graphs) are reviewed. The result of this review is assurance that both the IEP legal documentation exists and that the IEP is being implemented in the classroom. As Deno and Mirkin (1980) write, there is a distinction between procedural and substantive compliance with the law. For example, the law requires that each student found eligible for special education have an Individual Educational Plan, a legal document which all schools quite likely provide. Yet, in many instances, the IEP is not used to organize teachers' behavior, but remains unattended to in a folder. Although there is adherence to the law, the critical effect from any legal mandate is being bypassed. For an IEP to become a working document which is used to organize classroom practice, it must not be relegated to folders forgotten in file cabinets. In the Pine County Special Education Cooperative, this is accomplished through a review process and the continual monitoring of student progress as the data are recorded on the student's graph. For each student being served in special education, the principal meets with the resource personnel, reviews the records, and confirms compliance with the law through written documentation on the Case Summary Report Six-Principals Implementation Review.

Insert Figure 9 about here

Case Example - Reading:

At the Implementation Review Conference, the SST reviewed information about Jim's program. They checked the graph and talked to the SERT about the instruction. The team decided that the program was being implemented as planned.

Case Example - Social Behavior

At the implementation review, it was determined that the teacher would have to assume more responsibility in monitoring Joshua's program-implementing the observation system and recording the data on graphs. Currently an aide conducts a systematic observation once a week and the psychologist plots these data on a graph. There are several components of the program which are not being implemented, including the use of contracts to determine assignment completion and the timing of the student during the work period, with reinforcement contingent upon an increase in the number of problems correctly completed per minute. The good behavior game is being implemented as planned.

Program Review

Perspective

The final step in the decision-making sequence involves program certification and outcome evaluation. In most special education programs, this includes an annual review only. In Pine County, however, there are several occasions throughout a student's education when the program is reviewed. The periodic and annual reviews are regularly scheduled at the midpoint and end of the school year, respectively, for every student. In addition, whenever a student's

progress and improvement is sufficient to warrant a termination review, a reassessment is conducted and the data reviewed at that time. A follow-up review, conducted one year after termination from special education, determines the effects of such termination. (See Figure 10.) The entire purpose of the review system is to provide an evaluation of the effects of the (special) education program and maintain opportunities for changing the level of service to the least restrictive environment.

Insert Figure 10 about here

Case Example - Reading:

Jim was reassessed in reading a basal passage and the current discrepancy between his performance and the performance of his peers. His discrepancy had decreased from 2.6 to 1.43. Therefore, the rate of progress was judged as satisfactory and the team decided that the program should be continued.

Conclusion

In conclusion, the decision making system in Pine County utilizes the framework proposed by Deno and Mirkin (1979) and provides an empirical basis for the delivery of service.

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Table 1

Special Education Decision Areas
And Case Report Summary (CRS) Forms

Pine County decision and areas and forms	Deno and Mirkin's (1979) decision areas
1. Assessment - CRS001 (Problem identification)	Problem selection
2. Assessment - CRS002 (Initial assessment)	Problem selection
3. Certification of eligibility - CRS003	Problem selection
4. Individual Education Plan - CRS004	Program selection
5. Individual Education Plan - CRS-005 Graph of IEP Individual Instructional Plan	Program selection Program improvement Program improvement
6. Principals Implementation Review CRS006	Program operationalization
7. Program Review - CRS007	Program Certification

Pine County Schools
Sp. Ed. Form CRS001 (81)

Person Completing Form

Date Completed

CASE REPORT SUMMARY ONE-ASSESSMENT

Student | Grade | Age | Referrer

What are the problems?

Are there problems the teacher(s) identifies?

Are there problems the parent identifies?

Are there problems the administration identifies?

Are there problems the student identifies?

Are there problems others identify?

Summarize the priority rankings here:

Behaviors	Teacher(s)					Parent	Student	Other	Median or Average

Figure 1

Pine County Schools
Sp. Ed. Form CRS002 (81)

Person Completing Form	Date Completed

CASE REPORT SUMMARY TWO-ASSESSMENT

Student	Grade

Is there a discrepancy between desired and actual performance/progress?

List the priority behaviors and discrepancies here:

Academic Behaviors	Discrepancy

Social Behaviors	Discrepancy

Communication Behaviors	Discrepancy

Other Behaviors	Discrepancy

Summarize appropriate educational and/or developmental data here:

Summarize appropriate health data here:

Vision - Glasses or contacts worn? Yes ____ No ____ R 20/ L 20/
Hearing - Hearing aids worn? Yes ____ No ____

Frequency	250	500	1000	2000	4000	8000
Right						
Left						

Figure 2

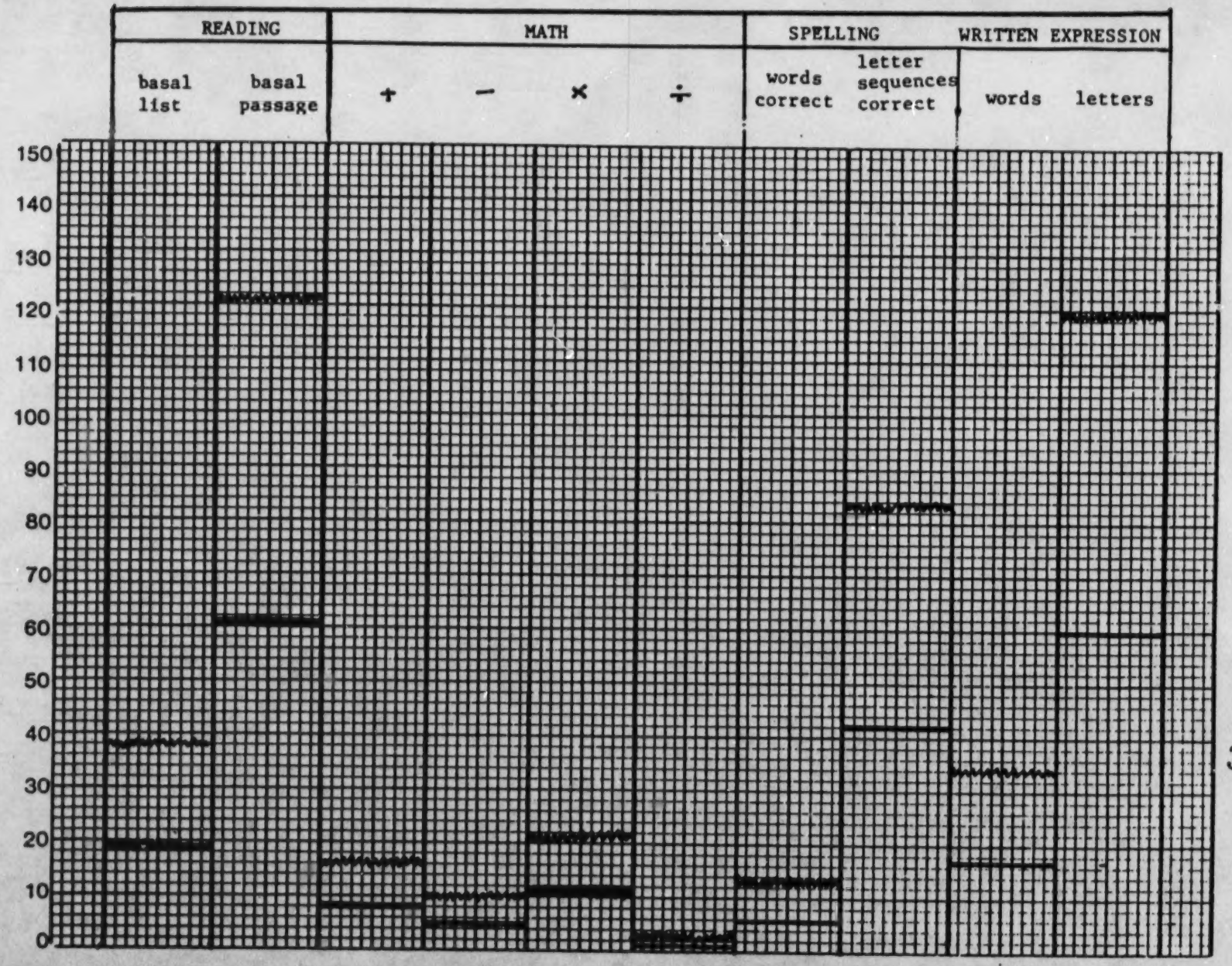

Figure 3. Academic Assessment Graph

Pine County Schools
Sp. Ed. Form CRS003 (81)

Person Completing form	Date Completed

CASE REPORT SUMMARY THREE-CERTIFICATION OF ELIGIBILITY

Student	Grade

Is the student eligible for special education services?

Write a rationale for the importance of the problem here:

List behaviors requiring special education program modification here:

The below signed persons have met regarding the assessment of this student. The decision of this team is:

✓	SST Decision	Action
	Eligible*	
	Not eligible	
	Refer	
	Non Sp. Ed. Consultation	
	Other	

Student Support Team

Signature	Position	Date

Figure 4

Pine County Schools
Sp. Ed. Form CRS005 (81)

Person Completing Form	Date Completed

CASE REPORT SUMMARY FIVE-ANNUAL INDIVIDUAL EDUCATION PLAN [19 -19]

Student

What program plans are proposed?

List behavior for which program modifications will be developed, long range goal and short term objective here:

Behavior →

	CONDITIONS	TASK	CRITERIA
Long Range Goal			
Short Term Objective			

Indicate arrangements for services here:

Type of Instruction	Time	Days	Name of Implementor	Place
Direct Group Indirect Individual				Resource Room Classroom Other _____

How will effectiveness of the program plan be measured?

Indicate measurement procedures here:

How material is organized or setting	Frequency of measurement	What is recorded on graph

Who will collect data	Who will graph data	Who will evaluate data

Figure 5

Pine County Schools
Sp. Ed. Form CRS004 (81)

Person Completing Form

Date Completed

CASE REPORT SUMMARY FOUR-ANNUAL INDIVIDUAL EDUCATIONAL PLAN [19 -19]

Student | Date of Birth | Grade | Age | District | Telephone

This Individual Educational Plan is being proposed for this school year by a school team including the principal, classroom teacher(s) and special education resource teachers. It is the result of an assessment of your child's educational needs. Specific goal attainment is evaluated by the responsible special educator frequently. More formal program reviews take place periodically during the school year and you will be notified of the results of these reviews. Elementary students' programs are reviewed a minimum of twice this school year and secondary students' programs are reviewed at the end of each marking period. These reviews will be held in the school your child attends. At anytime you or the school requests, there may be a Program Review Conference.

The school feels that this plan changes your child's educational program only to the extent necessary to provide a successful educational program. Attached you will find one or more Case Report Summary (CRS) Five Forms. These forms indicate specific behaviors for which special education program modifications are recommended. If it is necessary to modify your child's regular education classes (health, social studies, geography, etc.) to permit successful education, you will find a CRS Five for each class requiring a special education program modification. If there is no CRS Five relating to a specific regular education class it means that the school feels that your child can be successful without a special education program modification.

Indicate changes in staffing, transportation, facilities and other educational services to permit successful education in the regular program here:

Indicate program plan starting date

Indicate anticipated duration

Is this child's primary placement in special education?

Yes ☐
No ☐

If Yes see back of form.

Estimated first periodic review date

Month | Location

Does the program plan meet the expressed needs of the student, parent and referrer?

PARENT RESPONSE:

☐ I agree to the plan.
☐ I do not agree: Please contact me.

Team member's names	Position

Figure 6

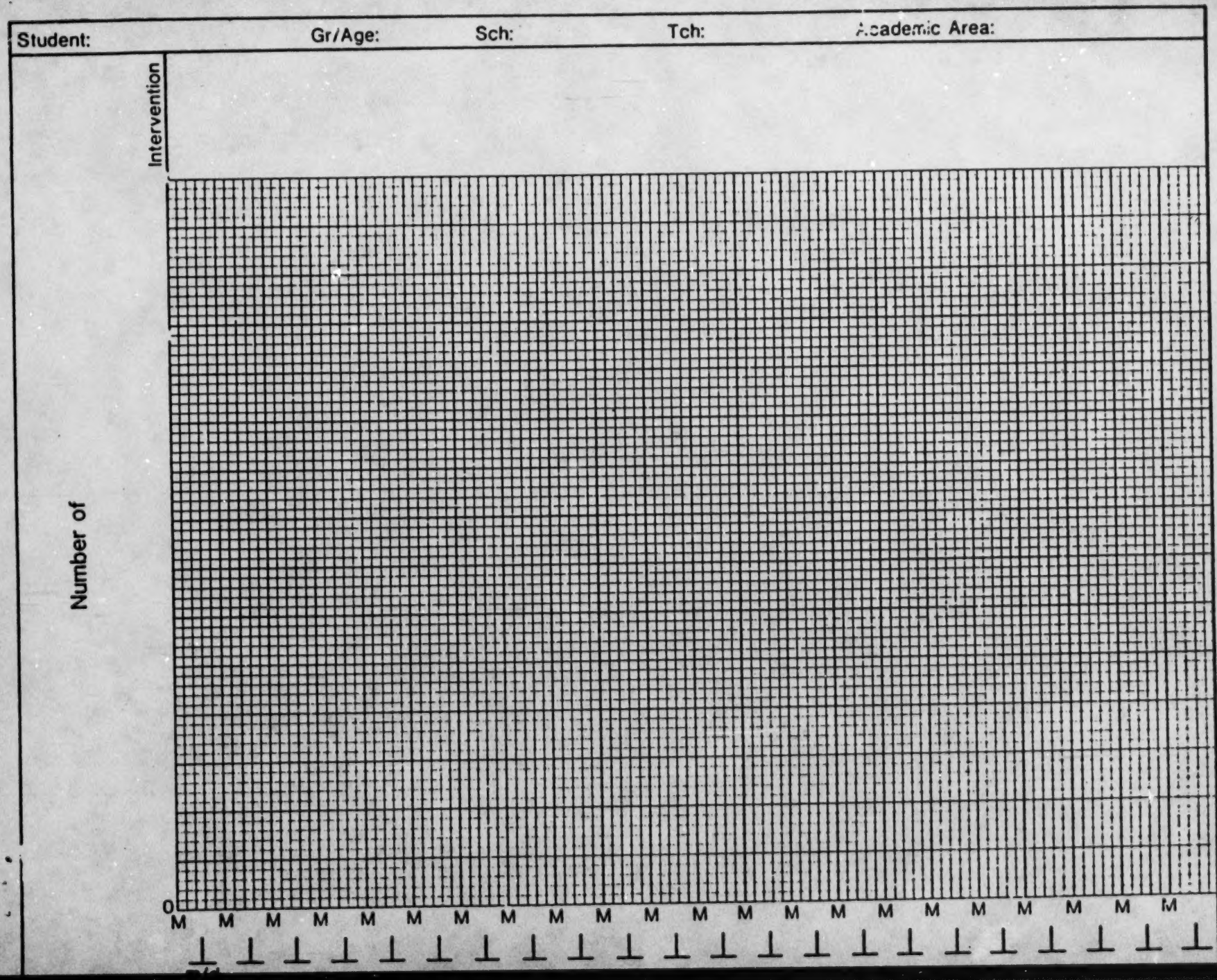
Student:
Gr/Age:
Sch:
Tch:
Academic Area:
Intervention
Number of
0
M M M M M M M M M M M M M M M M M M M M M

Figure 7

Student Name _____

IEP Goal Area _____

Time Available for Instruction _____

Location of Instruction _____

Instructional Plan

Instructional Procedures	Arrangement	Time	Materials	Motivational Strategies

Figure 8

Pine County Schools
Sp. Ed. Form CRS006 (81)

Person Completing Form

Date Completed

CASE REPORT SUMMARY SIX-PRINCIPAL'S IMPLEMENTATION REVIEW

Student

Grade

Is program being implemented as planned?

Summarize IEP implementation by checking boxes if the data is as indicated on the IEP:

Behavior	# of Graphs	Data Plotted	Type of Instruction	Time	Days	Implementor	Place

List modifications required to reduce differences between proposed plan and plan implemented here:

List SST Members present at implementation review conference here:

Name	Position

Figure 9

Pine County Schools
Sp. Ed. Form CRS007 (81)

Person Completing Form

Date Completed

CASE REPORT SUMMARY SEVEN-PROGRAM REVIEW

- [ ] This is a periodic review.
- [ ] This is an annual review.
- [ ] This is a termination review.
- [ ] This is a follow-up review.

Student

Grade

Is the program as presently planned and implemented producing benefits for the student?

Summarize present program discrepancies and progress data here:

Behavior	Initial Assessment Discrepancy	Present Discrepancy	Change	Rate of Progress	SST Decision
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate Direct Indirect

Should the program as presently planned and implemented be continued?

Summarize data review with regards to general appropriateness of present program and recommend changes toward the least restrictive alternative here:

Team Member	Position

Estimated date of next review

NOTE TO PARENT AND OR RESIDENT SCHOOL DISTRICT:
If you wish to schedule a conference to discuss this program at this time or any time please contact:

Name

Title

Telephone

Address

Figure 10